DOCUMENT RESUME

ED 139 713 SO 010 074

AUTHOR Ewens, Bill; And Others
TITLE Preparing Graduate Students to Teach: A Selected, Annotated Bibliography.
INSTITUTION American Sociological Association, Washington, D.C. Teacher Development Group; Oberlin Coll., Ohio.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE Feb 77
NOTE 33p.
AVAILABLE FROM Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, Ohio 44074 ($1.25 paper cover)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Educational Trends; *Graduate Students; Higher Education; *Methods Courses; *Professional Education; Program Descriptions; Sociology; *Teacher Education; Teaching Assistants

ABSTRACT

An annotated bibliography of 110 citations deals specifically with the preparation of graduate students for teaching. The bibliography was compiled by searching the ERIC system, teaching bibliographies, and relevant journals. Content covers a broad spectrum: conference reports on preparation of college biology teachers; rationales for junior college teacher preparation; roles of graduate teaching assistants; historical analyses of changes in teacher training; and exemplary program descriptions. There are four sections: literature through 1974; literature in 1975-76; sociology-specific literature (all dates) and late additions (all dates). More than three-fourths of all the citations were published since 1970. Each entry is listed alphabetically by author and provides information on title, date, source, length, and annotation. (Author/AV)

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ON TEACHING UNDERGRADUATE SOCIOLOGY

a project of the american sociological association

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PREPARING GRADUATE STUDENTS TO TEACH:

A SELECTED, ANNOTATED BIBLIOGRAPHY

by

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February, 1977

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The ASA PROJECT is supported by Grants From THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (HEW), and the LILLY ENDOWMENT, INC.

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PREPARING GRADUATE STUDENTS TO TEACH:
A SELECTED, ANNOTATED BIBLIOGRAPHY

Contents & Organization of the Bibliography

This bibliography contains 110 annotated citations dealing specifically with the preparation of graduate students for teaching. More than three-fourths of the citations were published since 1970. The bibliography is organized into four sections (citations in each are listed alphabetically):

		# of Citations	Pages
I.	The Literature Through 1974	70.....	1 - 21
II.	The Literature in 1975-1976	14.....	22 - 25
III.	Sociology-Specific Literature (all dates)	16.....	26 - 29
IV.	Late Additions (all dates)	10.....	30

Description of Literature Search

The literature search on which this bibliography rests relies in important part on several computerized searches of the ERIC system. (Educational Resources Information Center). ERIC is a national information system operated under the auspices of the National Institute of Education which collects, screens, organizes and enters published and unpublished studies in all areas of education. The most recent search was run in mid-December, 1976.

The annotations presented here were written by the authors in all but a small number of cases (indicated by the use of quotation marks).

In addition to the ERIC searches, searches were made through several teaching bibliographies and in specific journals which frequently publish materials of relevance to the topic of concern. Selection of citations and the fact that relatively few citations are dated prior to 1965 is the result of (a) the limits of the search, (b) the sparsity of relevant material, and (c) the compiler's judgements. While this bibliography is certainly "selected" we believe it contains the main body of relevant literature published in the last ten years.

Following many citations, a designation such as ED 040 689 appears. This is the "ERIC accession number" and will lead the interested reader to the ERIC abstract or microfiche. For further information, consult the ERIC publication Resources in Education available in most university and many college libraries. These accession numbers are also employed in ERIC's Cumulative Index to Journals in Education.

Alciatore, Robert and Ruth Eckert.
1972 "A College Teaching Internship Program." Improving College and University Teaching 20 (Spring): 93-96.

Presents results of a follow-up study of participants in a one-year internship program in college teaching conducted at the University of Minnesota between 1953 and 1956. As compared with a matched group of nonparticipants, participants in the training program were more likely to choose academic careers, feel confident regarding their teaching ability, affiliate with undergraduate colleges, and publish. Participants in the training program also expressed greater satisfaction with their graduate school experiences than did persons lacking this orientation. The authors conclude that an internship in college teaching provided during the latter stage of doctoral studies seems to constitute a promising means to recruit and retain confident college teachers.

Ann Arbor Conference on Preservice Preparation of College Biology Teachers.
1970 (January 8-9). Washington, D.C.: Commission on Undergraduate Education in the Biological Sciences. CUEBS Memo No. 70-3, February 4, 1970. ED 040 689.

This report of the first regional CUEBS conference on the subject of the preparation of college biology teachers contains: (1) a schedule of the conference; (2) a list of the participants; and (3) summaries of the major papers and discussion as well as the reports of the working sessions. The papers included: "Problems in the administration of teaching" by Erich Steiner, "On becoming a college teacher" by Frank Koen, and "Technological aids to education" by Hazen Schumacker, Jr. The working sessions concerned themselves with: (1) "A model program for making the teaching experience a learning experience for the teaching assistants;" (2) "Alternatives to the traditional Ph.D. program;" and (3) "The proper role of research in the proper preparation of college biology teachers." The report concludes with brief statements by the participants of what was being done at their institutions to improve preservice preparation of college biology teachers.

Approaches to Preparing Prospective College Teachers.
1968 Sacramento, Calif.: Coordinating Council for Higher Education.

Basing its findings on a survey of California and selected out-of-state institutions of higher education, this report reviews the status of doctoral programs that include preparation for college teaching. It also examines the feasibility of establishing a Doctor of Arts degree in the California higher education system. The report recommends that "the University of California...explore ways to provide specific teaching assignments for all graduate students planning to become college teachers." Although the Council found that there is a market for a Doctor of Arts degree, it does not reccomend that this program be developed because the degree would not be widely recognized and accepted.

Berg, Barbro and Hans Jalling.
1972 "Pedagogical Training of University Teachers." Western European Education 3 (Winter): 310-315.

Presents a comprehensive plan for teacher training in Swedish Universities. The program consists of three stages: (1) A basic two-week course for all members of the staff administered by local educational development units, (2) A six-week course for senior teachers (at least one from every University department) who have shown a particular interest in educational development work. They will be trained primarily in the description of educational goals, analyses of educational media, evaluation, etc. and (3) A four-week course for Directors of Studies that will be run centrally by the Office of the Chancellor. This course will be concerned primarily with administration and staff leadership. Directors of studies will ultimately be responsible for the further in-service training of the departmental staffs.

Berkeley Conference on Preservice Preparation of College Biology Teachers.
1970 February 27-28. Washington, D.C.: Commission on Undergraduate Education in the Biological Sciences. CUEBS Memo No. 70-11, March 25, 1970. ED 040 688.

The conference was concerned with the problem of how to develop the kind of excellence in college biology teaching that universities have traditionally demanded in their research. Fifty-three persons from the Western states attended the conference. This report contains: (1) The conference schedule; (2) A list of the participants; (3) The papers delivered by Walter Knight, "How to tell the birds from the flowers" and Ann Heiss, "Biological students appraise their Ph.D. programs;" (4) Comments by representatives of 5 institutions of distinctive features in their programs with regard to the education of teaching assistants and the improvement of teaching; (5) a statement by Frederick Reif describing the SESAME (Search for Excellence in Science and Mathematics Education) program and making a case for new types of degrees; and (6) reports of the working groups which concerned themselves with (A) "A model program for making the teaching experience a learning experience for the teaching assistant;" (B) "A model program for the orientation of the new teaching assistant;" (C) "Meeting the needs for college teachers at two-year and four-year institutions;" and (D) "An evaluation of a suggested way to provide higher status for teaching."

Brooks, David, et. al.
1972 "An Introduction to Teaching Techniques for Graduate Laboratory Instructors." Journal of Chemistry Education 49 (September): 622-623.

Reports on two programs developed at Texas A&M University for the preparation of teaching assistants in Chemistry. One program, conducted by the Education Department for experienced graduate instructors, consists of a one week short-course in teaching methods. Graduates of this short-course, in turn, design and conduct the second program which consists of two orientation seminars for incoming teaching assistants.

Buckenmyer, James.
1972 "Preparing Graduate Assistants to Teach." Improving College and University Teaching 20 (Apring): 142-144.

Student complaints and other problems led to a twofold effort to improve teaching ability of graduate assistants with regard to a freshman Introduction to Business course: (1) They were required to attend a two-week seminar in teaching philosophy and techniques. Topics discussed included writing course objectives, preparing a material outline for the course, preparing a syllabus for the students, emthods of classroom presentation, psychology of learning, evaluation of students, and the physical aspects of teaching. (2) They were provided with a faculty advisor who acts as a centralized control point for the course and as a source of information for administrative procedures.

Casey, Thomas.
1969 "Why Not a Licentiate Degree in Philosophy?" Educational Forum 33 (March): 355-360.

Proposes a licentiate degree in philosophy (Ph.L.) as an alternative to the traditional Ph.D. degree. The holder of the Ph.L. would be considered to have a licence to practice the teaching profession in some basic field at the college level. The structure of the licentiate degree calls for three years of graduate work beyond the baccalaureate degree.

Chase, John L.
1970 Graduate Teaching Assistants in American Universities. A Review of Recent Trends and Recommendations. Washington: Government Printing Office, Bureau of Higher Education, Office of Education.

This report describes the development and characteristics of the teaching assistant system, including statistical information. In addition, the author reviews proposals for improving TA programs and recent reports on TAs that discuss their role in undergraduate education. The author calls for "a restructuring and strengthening of the Graduate Teaching Assistantship" and suggests that doctoral education should require teaching experience.

Cohen, Arthur.
1967 "Teacher Preparation: Rationale and Practice." Junior College Journal 37 (May): 21-25.

Develops a rationale for junior college teacher preparation based on the notion that both teaching and learning may be assumed to have occurred only when observable changes are demonstrated by the learner. The author then outlines three preparation sequences which would utilize this basic rationale. He labels these sequences student teaching, the clinical professor, and internship.

Cohen, Arthur M. and Florence B. Brawer.
1968 Focus on Learning: Preparing Teachers for the Two Year College. Community and Junior College Leadership Program. School of Education, University of California, Los Angeles (Occasional Report Number 11). Available from the UCLA Students' Store, $2.30.

This 68pp report centers on the UCLA program funded by the Kellogg and Ford Foundations. Chapter headings: The Junior College and Its Faculty; Organization of the UCLA Program (the teaching internship, recruitment and selection, placement); Rationale and Practice; The Core Course (objectives, curriculum course, sequencing, course meetings); The Interns; Summary and Critique. An appendix discusses the use of goals and objectives following Benjamin Bloom's taxonomies.

Committee on the Undergraduate Program in Mathematics, Mathematical Association of
1972 America. Suggestions on the Teaching of College Mathematics. MAA Special Projects Office, Department of Mathematics, California State University, Hayward, CA 94542.

A 28pp guide directed at teaching assistants and new teachers designed to "disseminate some ideas about practices that are believed to have contributed to successful teaching of mathematics in colleges and universities." Topics covered include: Conducting the course (beginnings, lectures, texts, blackboard techniques, visual aids, assignments, several aspects of testing, course endings, grading), Feedback and Evaluation, Relationships Between Teaching Assistants and Faculty working together with large classes, Readings and Seminars related to the teaching of college mathematics.

Costin, Frank.
1968 "A Graduate Course in the Teaching of Psychology: Description and Evaluation." Journal of Teaching Education 19 (Fall): 425-432.

Describes a graduate seminar at the University of Illinois, "Principles and Methods of Teaching Psychology," open to students who have completed one year of graduate work. The general objectives of the seminar were to help students get ready for their jobs as teaching assistants and to help prepare them for the teaching positions in which they may be engaged after they have finished their graduate work. Topics covered included the following: developing course objectives, selecting and organizing course content, planning and handling teaching-learning situations, evaluating the attainment of course objectives, special aspects of teacher-student relationships (e.g., advising and counseling), ethics in teaching, issues of teaching versus research, and research problems in the teaching of psychology. The opinions of participants and the evaluations by students of the participants' teaching behavior were used by the author to evaluate the effectiveness of the seminar.

Dauzat, S. V.
1971 "Teacher Preparation at the Graduate Level." Journal of Reading 15 (November): 103-108.

Includes discussion of the application of individualized performance criteria field experience programs and diagnostic teaching.

Dawson, J. Dudley
1971 A Study to Determine the Feasibility of Establishing a Masters College Program for the Preparation of Community College Teachers: Final Report. Washington, D.C.: National Center for Edu. Research and Development. (March).

In order to fill the 171 new community colleges opened between 1965 and 1970, more teachers are needed--especially innovative teachers who put student success in learning first. To meet these needs, community college leaders are seeking the support of colleges and universities, accrediting agencies, professional organizations, and government for a major investment in the creation of the masters college program for the education and training of junior and community college teachers. This study documents findings regarding the merits of the plan, the viability of its distinctive features in relation to one another, the accuracy of the premises used in designing the projected program, the prospects for funding the establishment and operation of masters college centers, and their location and organization.

Dean, Donald S.
1970 "Questionnaire on Programs for Improving College Teaching, Interim Report." Washington, D.C.: Commission on Undergraduate Education in the Biological Sciences.

The Commission sent a questionnaire to 489 biology departments offering a Master's or Doctor's degree in biology asking about programs for improving preparation of college biology teachers. More than half of the questionnaires have been returned, and the replies indicate that 99% of the graduate students serve as teaching assistants; a large number are supervised; and assistants have an opportunity to teach at various levels. The responses also show, however, that 75% of the graduate students "learn to teach by becoming competent in the subject matter they will teach and by learning from the example of their instructors." Few departments reported seminars on teaching or other methods of encouraging the student to be a good teacher.

Dean, Donald.
1970 Preservice Preparation of College Biology Teachers: A Search for a Better Way. Washington, D.C.: Commission on Undergraduate Education in the Biological Sciences.

Possible alternative methods of preparing college level biology teachers are explored and related conferences held by the Commission on Undergraduate Education in Biological Sciences described. Loen contributes some ideas for preparation programs and describes the University of Michigan College Teacher Training Program. Alternatives to the Ph.D. Degree, including the Doctor of Arts, Candidate in Philosophy, Master of Philosophy, and the Specialist Degree are discussed. Results of a survey of 175 departments offering Ph.D. level programs indicate that most biology graduate students gain teaching experience as teaching assistants, with a faculty member supervising their teaching, but few receive formal teacher training. The requirements Two- and Four-Year Colleges have for their faculty are considered and a model co-operative internship program is described. Appendices contain descriptions of programs. Institutes and seminars for training teaching assistants and lists of participants in the survey and conferences.

Deblocis, Michael and Douglas Adler.
1973 Stimulating faculty readiness for instructional development: a conservative approach to improving college teaching. ED078755

This paper suggests a model structured to facilitate the growth of individual faculty members from initial awareness of the need for change through readiness to undertake development activities. The three-phased program based on self-initiated instructional improvement, emphasizes awareness activities, faculty support activities, and instructional development activities.

Dietrich, John, and Robert Davis.
1967 System Training Program for Graduate Teaching Assistants. East Lansing, Michigan: Michigan State University.

Graduate teaching assistants from nine departments participated in a voluntary training program conducted during the course of a ten-week term. Each TA holds one regularly scheduled class per week in an experimental classroom, in which his class is videotaped. The TA selects those portions of the tape that he wants to show and discuss in a seminar attended by all TAs in the program. The seminars are guided by a professional consultant, but the responsibility for learning teaching skills is placed upon the TA. In his class, the TA gives his students a weekly set of true-false questions to discover his success in developing a particular skill. Notice of their participation in the program is included in letters sent to prospective employers.

Dubin, Robert and F. Beisse.
1967 "The Assistant: Academic Subaltern," Administrative Science Quarterly, 11: 521-547.

Reports trend data on the use of teaching assistants and student-faculty and student-teaching assistant ratios from 1953 through 1964. Between those dates, the proportion of undergraduates taught by assistants rose from 19 to 27%. The authors present the rudiments of a role analysis of the TA and focus on the non-legitimacy of the role. They conclude that the "widespread use of teaching assistants has changed the function of this position from that of an apprenticeship in teaching to that of teaching subaltern with all the requirements of professional performance expected of a teacher." The article also describes the "teaching assistant situation" at the University of California at Berkeley during the mid-1960s and the beginnings of a union of TAs.

Dunkel, Harold.
1958 "Training college teachers." Journal of Higher Education 29 (January): 1-7, 57-58.

Progress report on a five-year program for training college teachers sponsored at the University of Chicago by the Carnegie Corporation. Ten fellowships were given each year to students from the entire University who were in the last year of graduate study. The year long program was divided into two parts: (1) Apprenticeship: students worked with a faculty member for two terms and themselves with supervision taught a course during the third term, and (2) Teaching Seminar: during the first two terms students attended a weekly seminar on college teaching. Some of the topics in this seminar related to aims of education, general philosophies of education, theories and problems of learning and teaching, different methods of presentation (lecture, discussion, drill session, laboratory hour), course planning, examinations, student counseling, and professional considerations (getting a job, being promoted, etc.). Participants were generally favorable toward the program. Most felt that through the program they gained confidence in teaching and learned a lot about the realities of college instruction.

Eble, Kenneth
1972 "Preparing college teachers of English," College English 33 (January): 385-406.

Describes the results of a survey concerning the preparation of future college teachers provided by the graduate programs of 27 representative English departments in American college and universities. Also presents a number of proposals and conclusions with regard to preparing college teachers. Examples of these proposals are the following: A minimum of one year's teaching experience should be required of all Ph.D. candidates. The teaching done by assistants should be limited to one course per term. Departmental work with apprentice teachers should not be assigned to one faculty member but should be shared by the entire staff. Teacher preparation should be a regular part of the Ph.D. program rather than merely an outside activity.

Ericksen, Stanford C.
1974 Motivation for Learning: A Guide for the Teacher of the Young Adult. Ann Arbor: University of Michigan Press.

Thirteen essays by the director of Michigan's Center for Research on Learning and Teaching. "...not a how-to-do-it manual, nor a super-synthesis of different theories of learning. What I want to do is describe the main ideas about motivation and learning that are prerequisite for good teaching in most content-specific courses....I have tried... to transform the findings and principles from research and theory on motivation, learning, thinking, social psychology and personality development into the practical procedures of teaching a course." Half of the chapters are original and the remainder are major expansions and revisions of Memos to the Faculty written by Ericksen and distributed by CRLT. Chapters: student as individual; theory of the learner; defining instructional objectives; transfer of learning; self-esteem; attitudes and values Students Study By; Theory and Practice of Reinforcement; Learning How to Learn; Teaching Students How to Think; Person to Person Interaction in the Classroom; Technology and Instruction; Grading or Evaluation; The Apprentice Teacher. Indexed and with references.

Ericksen, Stanford.
1973 The Apprentice Teacher. Memo to the Faculty, No. 51. Ann Arbor, Mich.: Center for Research on Learning and Teaching, University of Michigan. ED082590.

Outlines major features for department-based programs for training graduate student teaching assistants, and the institutional resources needed to support such activities. Guides for a training program include support and involvement by the department, supervision of both pre-service and in-service activities, and evaluation of the program. One necessary expense for such programs is the released time of an experienced faculty member and/or teaching assistant to carry out the supervisory function.

Falleta, Charles and Alfred Moye.
1972 "Preparing Research-Oriented Doctoral Candidates to Teach," Journal of Chemistry Education 49 (September): 621-622.

Describes a four-phase teacher preparation program for second year graduate students in chemistry. The program, each phase of which lasts one trimester, consists of weekly seminars on topics pertinent to teaching, formal observation of experienced teachers, a teaching apprenticeship, and a teaching internship in which participants teach a class in one of several institutional settings.

Finger, Frank.
1969 "Professional Problems: Preparation for a Career in College Teaching," American Psychologist (November): 1044-1049.

Describes a course, "Professional Problems," offered for more than twenty five years at the University of Virginia to graduate students in psychology who are planning to become college teachers. The professor in charge discusses how he organizes his course and what topics he covers during the semester. Some of the subjects his students consider are: history of higher education, governance, types of higher education, institutions, academic freedom and tenure, student rights and responsibilities, curricula, course planning, instructional techniques, grading and examining, teacher evaluation, student-faculty relations, the marketplace, personnel problems, financial resources, and social controls as indicated by ethical standards and legislation, a bibliography of mostly recent significant works on higher education is included. An expanded version of this article was published under the same title in April, 1970 by the ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036.

Forman, Michael.
1970 "A Model Program for the Orientation of New Teaching Assistants." Berkeley Conference on Preservice Preparation of College Biology Teachers. Washington, D.C.: Commission on Undergraduate Education in the Biological Sciences.

Reports the results of a discussion on the design of programs for the orientation of new teaching assistants. The model program proposed has three components: institutional orientation, course orientation, and continued orientation to teaching.

Gleazer, Edmund, Jr.
1967 "Preparation of Junior College teachers," Educational Record 48 (Spring): 147-152.

Argues for the development and implementation of a special degree, the Master of Arts in College Instruction, to prepare future junior college teachers. This article highlights problems and opportunities and special needs for the preparation of community and junior college teachers most of whom have not attended a junior college and are found to have dysfunctional attitudes about teaching in a community or junior college.

Goodman, Oscar
1965 College Teaching Internship: Report on a Pilot Project. Fort Schuyler, N.Y.: Maritime College. ED022788

Describes a pilot project in intern instructorships established in 1960 at Maritime College. The program provides one year and an optional second year of practical teacher training for graduate students working toward the Ph.D in a variety of liberal arts fields. The report provides background information, descriptions, and analysis of the program, and presents proposals for a wider application of college teaching internships within the State University of New York.

Gordon, Shirley, and Raymond Whitfield.
1967 "A formula for teacher preparation," Junior College Journal 37 (May): 26-28.

Presents guidelines for the preparation of community college teachers which were discussed at a summer conference of college instructors held at Eastern Washington State College. Among the general guidelines proposed by the participants were the following: Prospective community college instructors should serve an internship on the scene. They should acquire both a breadth and depth of subject matter mastery. With regard to instructional competence, these teachers should demonstrate a command of a range of instructional techniques and familiarity with various media, the ability to communicate effectively with students and colleagues, and the skill to cope with the learning problems of students with widely varying educational capacities and interests. Finally, participants concluded that the community college instructor should be a "well-balanced, mature, flexible individual who genuinely likes his fellow man and expresses his sentiments by respecting other peoples' ideas and carrying his share of the work load."

"The graduate preparation of scientists for undergraduate teaching in liberal arts
1965 colleges and universities. Report of a Conference held in Washington, D.C., May 2-3. Council of Graduate Schools in the U.S. ED044079.

This report presents: (1) The highlights and recommendations of the conference; (2) The conference and background papers which include "Alternatives to the Ph.D.," by R.D. Anderson; "Teaching versus research," by Horace Davenport; "The liberal arts college and scholarly activity in the sciences," by CA Vander Werf; "The preparation of college physics teachers," by John Fowler, Richard West and Kathryn Marvine; and "putting our own house in order," by Neill Megaw; and (3) Summaries of the discussion groups which include: "Undergraduate preparation in the sciences," "The graduate school and the developing scholar," "The grad school and the developing teacher," and "Postdoctoral development of college teachers " A bibliography and a list of the participants conclude the report.

Summary of discussion group: "The graduate school and developing teacher." Conference
1965 held in Washington, D.C., May 2-3, Council of Graduate Schools in the U.S.

Describes some basic general features that should be included in programs to enhance the classroom performance of graduate student TAs. Also discusses supervision and evaluation of these programs and calls for a more systematic study of existing programs.

Gray, William (ed.)
1930 The Training of College Teachers. Chicago: University of Chicago Press.

Presents papers read at the Institute for Administrative Officers of Higher Institutions held in 1930 at the University of Chicago. The papers cover a broad range of topics related to the preliminary preparation and in-service training of college teachers. Although there are few insights presented on the techniques and procedures that should be used in constructing training programs for preparing college teachers these papers do clearly illustrate that most of the current problems relating to college teacher preparation were clearly identified almost a half-century ago: e.g., need for supervised teaching experiences for new teachers, lack of explicit teacher training incorporated into the Ph.D. degree, problems of overspecialization in graduate training, lack of rewards granted for good teaching, low status of undergraduate teaching, lack of in-service training opportunities for college faculty members.

Greenaway, Harriet.
1971 Training of University Teachers: A Survey of its Provisions in Universities in the United Kingdom. London: Society for Research into Higher Education.

This report presents summary information on the provision of in-service training for university teachers in British institutions of higher education. The institutions were asked to supply information one: (1) the history of the training of university teachers in their institutions, including who makes the policy and how the policymakers were chosen, when the training started, and who provides the training; (2) Who receives the training and how they are chosen; (3) when the training takes place; and (4) what form past training has taken. This report discusses the responses by institution in descriptive and tabular form.

Cunstream, Stanley.
1970 "Meeting the needs for college teachers at two-year and four-year institutions." Berkeley Conference on Preservice Preparation of College Biology Teachers. Washington D.C.: Commission on Undergraduate Education in the Biological Sciences. (February 27-28).

Presents a summary of a discussion on the design of an internship for graduate students who want to prepare themselves to become college teachers. The program would include formal instruction on topics related to teaching methods and instructional design followed by a supervised teaching experience in a two-year or four-year college. The possible benefits as well as problems associated with the internship program were also discussed. Examples of the latter are problems of funding, possible exploitation, and interference with the normal research activities of the graduate student.

Hagiwara, Michio.
1970 Leadership in Foreign-Language Education: Trends in Training and Supervision of Graduate Assistants. New York: Modern Language Association.

Based on an analysis of some 157 replies to a survey on the training and supervision of graduate teaching assistants, sponsored by the American Council on the Teaching of Foreign Languages and the Association of Departments of Foreign Languages, this study examines current trends in the type of supervision being offered by language departments. Principal sections focus on: (1) teaching assistantships, (2) preservice training, (3) Inservice training, and (4) supervisors. Several charts include information on teaching assistantship stipends, supervision and training, statistical data on pre- and inservice training, background data on supervisors, and reduction in the teaching load. Several preteaching workshop programs are described. A classified, annotated bibliography is contained in the report.

Halio, Jay.
1964 "Teaching the Teaching Assistant." College English 26 (December): 226-228. ED035671.

A three-phase "journeyman" approach, inaugurated at the University of California (Los Angeles), to the training of teaching assistants in English is described in this article. The apprentice first works as an assistant to a regular staff member. The second phase involves the teaching of a freshman English section. Finally, with advancement to candidacy under a Ph.D. program, the teaching assistant is given full direction of his course. The main thrust of the article is directed toward developing better teaching at the college level.

Hawkins, Susan D.
1974 "Training college teachers," Audiovisual Instruction 19; 1(January): 9-12.

A university-wide program in teacher preparation for graduate students at Indiana University is described. The program consists of two components: a seminar series and a teaching practicum. The seminar component stresses such topics as planning, test construction, discussion and lecture techniques, problems in motivation, etc. The teaching practicum consists of two phases. The first phase involves microteaching. The microteaching creates a low-threat environment in which graduate students can practice selected skills and evaluate their performance. The second phase involves videotaped observation and analysis of the graduate assistants teaching in the classroom.

Heiss, Ann.
1968 The Preparation of College and University Teachers. Berkeley, California: Center for Research and Development in Higher Education. ED029844.

Although graduate faculties have favored research ability rather than teaching skills in doctoral candidates (even though 85% of those with doctorates teach in colleges and never publish), there have been encouraging signs of change. Agencies which have contributed to research are donating now for improvement in graduate teaching programs. Previous trends in teacher assistantship programs, which have lacked status as well as supervised teaching experience, are being partially countervailed by the appointment of experienced teaching assistants to supervise beginners and by teaching assistant unions formed to secure better working conditions and appointment procedures. Alternatives to assistantship programs have included, in addition to practicums and internships, a program awarding a Candidate for Philosophy Certificate and another awarding a Master of Philosophy Degree, both for completion of all doctorate requirements except the dissertation; and a sixth-year program which awards a specialist degree and which could fulfill the special needs of junior college instructors. Academic departments, with financial assistance solicited by the university or college, should assume major responsibility for preparing college teachers.

Heiss, Ann.
1970 Doctoral Education in Prestigious Universities. Volumes I & II. Berkeley, California: The Center for Research and development in Higher Education, March.

This book examines the status of graduate schools today: their problems and goals, organization, faculty and student characteristics and perceptions of the graduate school as an institution. In conducting the study, the investigator first surveyed the literature of graduate and professional education. Then, choosing ten of the nation's top ranked schools (Cartter 1966), she held extensive interviews with administrators, sent questionnaires to faculty and students, and used a personality inventory for graduate students. One chapter, "The Ph.D. Program as Preparation for College Teaching," critically examines present programs for the attitudes toward college teaching in the graduate school. In her conclusion the author notes, "Not until the teacher-scholar gains status commensurate to that of the research-scholar will the seduction of the faculty into research liminish and the status and preparation of college teachers receive attention."

Henderson, R.B. and others.
1974 "Training college physics and physical science teachers," American Journal of Physics, 42 (June): 497-501.

Summarizes survey data about the need and appropriate character of graduate degree programs designed to prepare two-year and four-year college physics and physical science teacher. Indicates that future employment favors two-year college teachers with a master's degree in the region west of the Mississippi River.

Hoover, Larry T.
1974 "Alternatives to the college teaching internship," Liberal Education, 60 (December): 552-558.

Argues that while internship programs are useful it is not practical, from a cost effective perspective, to provide them for all aspiring college teachers. Favors instead the requiring of a two course program: "Introduction to Higher Education" and "Instruction in Higher Education." Together these would provide an orientation to higher education and an introduction to effective instructional techniques.

Kapfer, Miriam B. and Gabriel M. Della-Piana.
1974 "Educational technology in the inservice education of University teaching fellows," Educational Technology, 14 (June): 22-28.

Describes a two-phase program for teaching fellows at the University of Utah. An introductory workshop discussed teacher proficiency assessment, personalized instruction, and test construction. During the school year the students chose one of these areas and either worked on it independently, worked with consultation, or entered into developmental work on a performance contract basis. While such a program demands much planning and coordination, it is effective (especially for those in the performance contract group) and maximizes the long range effects of the inservice dollar.

Koen, Frank, and Stanley Eriksen.
1967 An Analysis of the Specific Features which Characterize the More Successful Programs for the Recruitment and Training of College Teachers. Ann Arbor, Michigan: The Center for Research on Learning and Teaching.

The authors survey teaching assistant programs in 146 departments and professional schools at 42 universities. They find little formal organization for these programs. Out of 20 institutions surveyed, only six formally recruit college students for TA position, the others rely on individual and informal contacts. Training programs, organized on a departmental basis, rarely provide formal guidance or evaluation for the inexperienced TA; however, pre-service training, orientation sessions, and the use of experienced TAs in guidance and training are becoming more popular practices. To improve the TA program, the authors propose a three-part program in which: (1) Beginning TAs assist and observe an experienced instructor; (2) TAs conduct an introductory course, under an experienced faculty member's or TA's guidance; (3) a "master" TA serves as a mentor for assistants in the first and second stages of the program. The authors also suggest that TAs' performance in the classroom be evaluated by comparing their stated goals with their classes' achievement.

Koen, Frank.
1970 "On becoming a college teacher," Ann Arbor Conference on Preservice Preparation of College Biology Teachers. Washington D.C.: Commission on Undergraduate Education in the Biological Sciences. (January 8-9).

Presents a number of general points regarding the organization of programs for the preparation of college teachers: (1) One must ask what are the objectives of the program, (2) One must decide what must be done to achieve these objectives. (3) Evidence must be gathered to determine whether the goals have been achieved, and (4) Results must be compared with goals and appropriate revisions made in goals, methods and/or the kind of evidence collected. Also, descusses elements involved in effective teaching.

Koen, Frank.
1968 "The training of graduate student teaching assistants." Educational Record 49 (Spring): 92-102.

In an effort to find innovative and effective training programs, Koen visited 20 universities and conducted structured interviews with chairpersons and faculty in 105 departments. He draws attention to the differences in the level of support (material and otherwise) different institutions five to programs in this area.

Larson, Richard.
1973 "Preparation for teaching English." Improving College and University Teaching 21 (Autumn): 289-291.

Proposes that training programs in the teaching of composition and literature be developed and required of graduate teaching assistants. These programs might consist of workshops, discussion groups, or courses (either informal or informal), and would focus on such topics as how to assign grades to composition papers and how to lead class discussions in composition courses. In these teacher training programs graduate students should learn to read non-fiction prose perceptively and to verbalize their judgments of that prose precisely, the steps a writer can take to produce good pieces of exposition, how writing can be a part of the process of personal growth and development for young students early in their college careers, and how the experience of reading literature can be made significant to students.

Lnenicka, William.
1972 "Are teaching assistants teachers?" Improving College and University Teaching 20 (Spring): 97.

An engineering professor asks whether "teaching assistants" are teachers and concludes that "too many of them are not." He proposes that graduate assistants be used as "assistants", apprenticed to the most capable members of the teaching community, and be carefully prepared for teaching after they receive their graduate degrees, not before.

IV. LATE ADDITIONS (ALL DATES)

Alpren, Morton.
1962 "A Survey of Courses and Programs for the Preparation of College Teachers." Journal of Teacher Education 13 (September): 273-278.

Anderson, LaVeta, et al.
1975 "The Effectiveness of a Training Program for Teaching Assistants and Other Faculty." Yearbook 1975: Improving College and University Teaching Corvallis, Oregon: Oregon State University.

Clark, Mildred.
1964 "An Exploratory Study of Graduate Assistanships and an Assessment of the Value of These Assistantships for Beginning College Teachers." Dissertation Abstracts 24 (January): 2798-2799.

Calvin, Charles R.
1975 "A Model Program for Preparing Two-Year College Instructors." Yearbook 1975: Improving College and University Teaching. Corvallis, Oregon: Oregon State University.

Davis, R.H.
1963 "College Teacher Project--A Summary Report." North Central Association Quarterly 37 (Winter): 251-258.

Rabb, Theodore K. and Anita E. Levine.
1976 "Princeton Graduate Interns: A Staff Development Program for Community Colleges." Community and Junior College Journal 46,6 (March): 33-35.

Scigliano, John A. and Eugene E. DuBois.
1976 "Staff Development: NOVA Style." Community and Junior College Journal 47, 2 (October): 38-41.

Smith, Albert B., III.
1974 "A Model Program for Training Teaching Assistants." Improving College and University Teaching 22,3 (Summer): 198-200.

McClure, M., et. al.
1970 A New Program for the Preparation of Junior College Faculty. Tahlequah, Okla.: Northeastern State College.

This document reports the development of a program for the preparation of junior college faculty. On the basis of recommendations made during the conference, a proposed junior college teaching program was presented to the board of regents of Oklahoma. It was approved and expanded enabling Northeastern to offer a Master of Education Degree in Junior College Teaching. A 11-term bibliography is included. Apprendixes present a survey of junior college administrators, junior college conference participants, and the current status of the program.

Mueller, Klaus.
1970 "Aspects in training and supervising college teachers of foreign languages." Paper Presented at the Fourth Annual Meeting of the American Council of the Teaching of Foreign Languages, Los Angeles, California. (November 28) ED046308.

The teacher training program for teaching Assistants in the German Department at the University of California at Berkeley is described in this paper. Problems common to both University and Department are examined. The training program at the University is outlined in several areas including: (1) use of demonstration films, (2) class visits, (3) methods course, (4) micro-lesson teaching, (5) the group leader program, and (6) other features. A list of topics for discussion in the methods course concludes the report.

Murphy, Michael D.
1972 "The development and assessment of an experimental training program for beginning graduate assistants in chemistry." Unpublished Ph.D. dissertation (Ohio State University). ED111597.

In this study a training program for new teaching assistants in freshman chemistry was developed and assessed. All new assistants in the freshman division were assigned by a stratified random technique to either the control or treatment group, with the latter receiving inservice training in the skills of teaching recitation classes. This training consisted of seminars, videotaped microteaching sessions, and inclass observations by and individual conferences with the author. The participants in both groups were observed before significant instruction of the treatment group and twice after the training program was concluded. An audio recording was made of each classroom observation and the verbal behaviors of teacher and students were encoded by the Flanders Interaction Analysis category system and the Question Category System for Science. The data thus obtained were submitted to a two-way analysis of variance and a 90 x 90 Pearson Product Moment Correlation Matrix. A conservative interpretation allowed the following: (1) the training program appeared to provide assistants who were more successful in drawing students into the verbal activity of the classroom; (2) the program provided assistants who lectured less and used more techniques of praise or encouragement; (3) the program provided assistants who asked a greater number of questions.

The National Study of English in the Junior College. NY: ERIC Clearinghouse on the
1970 Teaching of English in High Education.

This report resulted from a national survey of junior college teachers of English, their department chairmen, and a sampling of students. After discussing the nature of junior colleges, the report describes the junior college English teacher in his professional capacity, his views of the educational problems he faces, and his opinions on his preparation for his present job. In offering recommendations, the reports suggest changes in graduate school programs in order to prepare students for teaching in the junior colleges, the largest new teaching market for those with advanced degrees. Graduate departments of English should: (1) "offer formal instruction for potential two-year college instructors" in at least five areas, such as the teaching of writing beyond the freshman level, "the relationship between reading facility and literary appreciation," and knowledge of allied disciplines. (2) "Develop and coordinate with other departments within the university special graduate programs for prospective two-year college English instructors," (3) "Help two-year colleges to plan and conduct programs," (4) "Develop exchange programs with two-year college English programs," (5) "Provide internships for teacher candidates on two-year campuses."

Norell, Kathleen.
1973 "Total Effect Workshop: resources and results." College English 35 (November): 190-193.

Describes the experience of a college English instructor who participated in a "Total Effect" workshop designed to create an awareness of the total environment in which effective learning occurs. The workshop emphasizes learning by doing, and is structured so as to allow participants to experience some of the difficulties that students face in college classes. The autnor describes some of the specific techniques used in the workshop and some of the effects that participation in the workshop has had upon her own teaching.

Nowlis, Vincent, Kenneth Clark, and Miriam Rock.
1968 The Graduate Student as Teacher. Washington D.C.: American Council on Education.

In this report, the authors suggest guidelines for an effective college teacher preparation program at the graduate level. Their recommendations are based on the findings, discussed here, of a project conducted at the University of Rochester that surveyed "practices, attitudes, and beliefs," questionnaire responses, studies of innovations, and conferences dealing with the issue of the grad student as instructor. The ten principles for effective graduate student teaching programs are: (1) a progressive sequence of experience; (2) elimination of blind alley assistantships; (3) varied experiences; (4) integration of research and scholarly competence with teaching skills; (5) criteria for reappointment; (6) support and the attainment of the degree; (7) professional status for teaching assistants; (8) cooperative arrangements among institutions for the student's training; (9) orientation to professional responsibilities; and (10) evaluation.

Ortego, Philip.
1973 "Preparation in the art of teaching English." Improving College and University Teaching 21 (Spring): 117-120.

Suggests preparation programs for English teachers to be jointly developed by Schools of Education and Departments of English. Included in these programs would be such topics as psychology of learning and the structure of the English language, study of linguistics and phonemics, understanding of the methodology of teaching English at the various levels of instruction, and a good balance between literary and writing courses.

Potter, Loren.
1970 "A model program for the orientation of new teaching assistants." Berkeley Conference on Preservice Preparation of College Biology Teachers. Washington D.C.: Commission of Undergraduate Education in the Biological Sciences. (February 27-28).

Outlines suggestions of a working group on the design of a pre-semester session for the preparation of new teaching assistants. Four areas of emphasis for such orientation sessions are discussed: teaching, general orientation, reference materials, and continuing efforts.

Rose, Clare.
1972 "An in-service program for teaching assistants," Improving College and University Teaching 20 (Spring): 100-102.

Briefly describes several courses and seminars at U.C.L.A. that attempt to assist graduate students in learning about teaching. Emphasis is placed upon a course designed and presented by the Department of Education entitled University Level Instruction. The general objective of the course is to provide the graduate student with specific competencies relevant to planning instructional sequences (irrespective of subject disciplines), and to evaluating the adequacy of those sequences in their conclusion.

Rose, Judith.
1967 Graduate Education in English: A Selected Annotated Bibliography. Philadelphia, Pa.: Temple University. ED038431.

Some 90 entries comprise this annotated bibliography focusing on articles and books dating from 1959. The works tend to deal with graduate education, course requirements, and teacher preparation for higher education.

Rosenthal, Gerson.
1970 "A model program for making the teaching experience a learning experience for the teaching assistant." Berkeley Conference on Preservice Preparation of College Biology Teachers. Washington D.C.: Commission on Undergraduate Education in the Biological Sciences.(February 27-28).

Summary of a discussion of proposals for assisting graduate teaching assistants in preparing themselves as teachers. Among other things, it is proposed that all graduate students should serve as TAs for a minimum of one year and that a seminar on teaching methods be required of all graduate students. It is also proposed that departments consider hiring a specialized faculty member whose prime function will be to develop programs of instruction, both as regular curriculum and special training of assistants.

Ross, Naomi V.
1972 Community College Teacher Preparation Programs in the United States: A Bibliography with Introductory Notes. ED100409.

The introductory notes explain the reasons for the existence of community college teacher preparation programs, how they are generated and operated, and offers three possible alternative models which are composites drawn from items in the bibliography: (1) "The Cosmetic Approach" would supplement disciplinary preparation with elective courses on community colleges but would not be a degree program; (2) "The Standard Approach" provides a degree program which would include courses emphasizing breadth in a discipline, educational theory and practice, and the historical, psychological, sociological, and educational aspects of the community college, as well as internships and inservice programs; (3) "The Center Approach" adds a research requirement to the "Standard Approach." The annotated, cross-referenced bibliography is divided into seven sections: (1) evaluation, (2) graduate centers, (3) inservice training, (4) internships, (5) new degree programs, (6) preservice programs, and (7) specific subject matter area, skill, or understanding.

Saunders, P.
1970 "More on the use of Graduate Student Instructors in the Introductory Economics Course." Journal of Economic Education 3: 36-40.

The author found that the students of graduate instructors learned as much as the students of regular faculty members in his department.

Shalman, Carol.
1970 Compendium Series of Current Research, Programs and Proposals. Number 2: Preparing College Teachers. Washington, D.C.: ERIC Clearinghouse on Higher Education. (August). ED041179.

This compendium lists and describes 53 on going or recently completed studies and programs dealing with various efforts to improve preparation for college teaching. Items are listed alphabetically by project and include, where possible, beginning and expected completion dates of the study, the name of the principal investigator or director, and the source of funding. An introductory essay discusses some of the methods by which teacher preparation is being upgraded--through training programs, fellowships and grants, and the introduction of the doctor of Arts and other new graduate degrees. An index of participating institutions, organizations, and sponsoring agencies is included.

Siebring, B. Richard.
1972 "A training program for teaching assistants," Improving College and University Teaching 20 (Spring): 98-99.

Outlines the objectives and general characteristics of a two-week orientation training program for new teaching assistants in chemistry conducted at the University of Wisconsin-Milwaulkee in the fall of 1967. These objectives include helping the graduate assistants understand their teaching role in the department, learning about the materials in the General Chemistry course they are going to teach, and gaining practice in leading group discussions. Based upon the experience of conducting this orientation session, the writer also presents a number of conclusions about how such training programs should be designed.

Siebring, B. Richard.
1969 "A doctorate program for college chemistry teachers." Journal of Chemistry Education 46 (March): 163-164.

Proposes the broad outlines of a new Ph.D. program for Chemistry students that would provide training applicable to the vocational goal of college teaching and would make it possible for the teacher to continue to be a creative individual after leaving graduate school. This proposed doctoral program would be characterized by a broad interdisciplinary focus, formal training in teaching methods, and a supervised teaching internship.

Smith, Albert, III.
1974 "A model program for training teaching assistants." Improving College and University Teaching 22 (Summer): 198-200.

Describes a university wide program at the University of Florida for changing the behavior of teaching assistants. The training program consisted of a workshop, seminar sessions, and a system of observation by experienced teachers. Comparing videotaped segments of participants teaching before and after the program, it was found that significant changes did occur: the teaching assistants after the program spent less time lecturing and more time asking and responding to student questions. More student participation in the classroom discussions was also observed.

Stockdale, Dennis, and Zachary Wochok.
1973 "College teacher preparation: current status." Science Education 57 (July/September): 353-360.

Describe some of the college teacher preparation programs that have been recently developed and implemented in biological science departments. These programs include pre-service and in-service workshop-seminars, courses on teaching methods, training programs for graduate teaching assistants, and alternative teaching degree programs.

"Toward personalized teaching in two-year colleges: a graduate program for the pre-
1971 paration of two-year college teachers." State University of New York, Buffalo. (November).

The purpose, hypotheses, objectives, and experimental features of a program for preparing teachers for two-year colleges are discussed. The program has the following features: (1) Each fellow works throughout his program with an interdisciplinary, interinstitutional advisement committee; (2) Each fellow participates in a 6-week institute in human understanding; (3) A professional-academic seminar throughout the college year capitalizes upon the contributions of a multi-disciplinary and multi-institutional staff, as well as the diverse disciplinary and personal interests of the fellows; and (4) interdisciplinary and interinstitutional supervision. The personnel, budget, and program evaluations by students, faculty, director, and by outsiders are briefly described.

Wahlquist, John.
1970 Innovations in the Preparation of College Teachers. Bloomington, Indiana: Phi Delta Kappa.

This report describes some innovative programs in the preparation of college teachers. Discussed are: (1) the Master of Philosophy programs at the University of Toronto and Yale University; (2) The Candidate of Philosophy programs at the University of Michigan and the University of California, Berkeley; (3) The Educational Specialist Degree, now used at over 100 institutions; (4) The Doctor of Arts programs at the Carnegie-Mellon University, the University of Oregon, the University of Washington, the University of Illinois, and the City College of the City University of New York; and (5) Innovative programs in the realm of teaching assistants at Harvard University, the University of California (Los Angeles), Indiana University, and the University of Utah. The report concludes with a discussion of the modifications that have taken place in the Ph.D. and Ed.D. requirements.

Yaghlian, Nevart
1972 "University Teaching: The Impact of an In-Service Program for Teaching Fellows in Chemistry." Unpublished Ph.D. dissertation (University of Michigan). ED111605.

This study was concerned with the development, implementation, and assessment of an in-service program for teaching fellows in the Chemistry Department at the University of Michigan. The program focused on the interpersonal aspect of teaching. A total of fifteen teaching fellows were involved in different aspects of the program, with eight of them participating in all its phases. Also included in the sample were 498 students enrolled in chemistry classes taught by the teaching fellows. Variables considered in assessment of the program were attitude toward teaching as a career, job satisfaction, interpersonal style of teaching fellows, and satisfaction of students with teachers. The findings indicated that students taught by participating teaching fellows were more satisfied than were students of nonparticipants. Change in attitude toward teaching seemed to be related to a consideration on the part of teaching fellows of the relative advantages and disadvantages in teaching. Change in job satisfaction seemed to be related to the level of ambivalence toward teaching.

Young, James.
1971 "The horses of instruction." History Teacher 4 (May): 36-43.

Argues for the incorporation of training for college teaching into the curriculums of history departments. The author also describes such a training program at Emory University. In this program, second-year graduate students are required to take a course which considers both the history and social setting of American higher education, and teaching methods. This course is followed up, during the graduate student's fourth year, by a teaching experience in which the student is assigned partial responsibility for teaching a small undergraduate class.

II. THE LITERATURE IN 1975-1976

Allen, Robert D.
1976 "Effective training for teaching assistants," The American Biology Teacher, 38 (January): 24-27.

Describes a training program for teaching assistants at West Virginia University. The assistants presented laboratory instruction in a biology course and attended weekly seminars in addition to being observed and video-taped while teaching. A major feature of the program is evaluation of the teaching assistants' performance by the program coordinator and by the students in their classes. Results were very positive.

Bloom, Lynn Z.
1976 "The promise and the performance: what's really basic in teaching TA's," a paper presented at the annual meeting of The Conference on College Composition and Communication, Philadelphia, March 25-27. ED120778

In order to promote professionalism and transform novice teaching assistants into capable instructors, the University of New Mexico has established a required course in "Teaching Composition." The course attempts to define institutional and departmental goals and to explore such issues in class management as organization, discipline, motivation, and plagiarism. Other basics in the training of T.A.'s include the orientation toward professional publishing; survey of major topic areas in the language arts; and the study of research on teaching methods, composition, and literature. Additionally, a section on dialects explores the implications of language diversity. Feedback for T.A.'s is provided by direct classroom observation by an independent expert and anonymous evaluation by students. Self-evaluation is also stressed and an attempt is made to provide an environment within the department that encourages and acknowledges their efforts.

Brooks, David W. and others.
1976 "The teaching coach: a means of enhancing student-teaching assistant interactions during recitations," Journal of Chemical Education, 53 (March): 186-187.

Videotapes were taken of segments of freshman chemistry recitations taught by graduate students and analyzed using interaction analysis. A person skilled in teaching methods used the tapes to help the graduate students improve their teaching techniques.

Center for Learning and Development, McGill University, Annual Report, 1974-1975.
1975 ED115280.

Includes a summary report of an extensive project, the development of a "Drop-In Resource Center" available to graduate students and professors. Each participant could select topics of concern and meet with a resource person to determine how and what would be learned from the available materials. Fruitful evaluation of its first year will enable the Center to expand and improve its services in the future (pp. 24-26).

Eble, Kenneth E.
1976 The Craft of Teaching: A guide to Mastering the Professor's Art. San Francisco: Jossey-Bass Publishers.

Two chapters deal specifically with "Producing College Teachers," and "Preparing College Teachers." Eble argues for graduate school admission procedures designed to identify those interested in teaching and discusses the nature and forms of requirements and socialization which graduate school typically contains and how these relate to teaching. In the second named chapter, Eble discusses the pluses and minuses of teaching seminars, apprenticeships and other means of preparing for teaching. The role of graduate education in shaping attitudes and skills for teaching is discussed and what is known about learning and teaching summarized. Two other chapters examine Eble's philosophy of teaching and the mythology surrounding teaching; six chapters treat different skills of teaching--including lecture, discussion, seminars-tutorials and advising, teaching outside the classroom; five chapters are devoted to "the practical problems and predicable crises of day-to-day teaching," including: texts, assignments, tests, grades and "situations" (cheating, student confrontations, the bad class, faking and getting caught at it, etc.). Eble is Professor of English at the University of Utah and from 1969 to 1971 was director of the Project to Improve College Teaching sponsored by the AAUP and the Association of American Colleges.

Fafunwa, A. Babs.
1975 "The preparation of teachers for African universities," West African Journal of Education, 19 (February): 159-168.

African universities, like their American and European counterparts, have traditionally stressed faculty research over teaching; however, the needs of African nations no longer allow this luxury. University faculty in Africa need a background which includes general education, academic specialization, and professional preparation (i.e., training in how to teach). Suggests expanding programs such as a one-term orientation course for new faculty and others at the University of Ife, Nigeria, which includes lectures and seminars as well as workshops on university objectives, teaching, and evaluation techniques to graduate students as part of their degree programs.

Fink, L. Dee and David J. Morgan.
1976 "The Importance of Teaching in Academic Geography: Report on a National Survey." The Professional Geographer, 28, 3 (August): 290-298.

Presents results of a stratified random sample of college and university geography departments with responses from chairpersons. Respondents were polled on departmental views and practices on: dimensions of teaching competence, sources of information on teaching used when department hires and promotes and the relative importance of teaching in the department. In hiring new teachers, departments indicated that heaviest reliance on (1) teaching practicum with an opportunity for feedback on candidates teaching, (2) experience as a teaching assistant, (3) letters of recommendation from faculty member supervising a departmental teacher preparation program or having special competence in geographic education, (4) lecture for students and faculty when candidate is interviewed.

Golmon, Melton E.
1975 "A teaching seminar for graduate teaching assistants in zoology," The American Biology Teacher, 37 (April): 231-233.

Describes "Laboratory Teaching in Zoology," a one semester seminar at the zoology department of the University of Maryland. Seminar topics include: (1) resources and references for teaching zoology; (2) operating audio-visual equipment and preparing audio-visual materials; (3) microteaching presentations, videotapes, and evaluations; (4) preparing instructional objectives; (5) comparing laboratory exercises and laboratory investigations; (6) questioning techniques in the laboratory; (7) constructing and criticizing evaluation instruments; (8) the audiotutorial and minicourse approach to teaching; (9) research studies on teaching and learning; (10) developing a teaching philosophy.

Hagiwara, Michio P.
1976 "The training of graduate teaching assistants: past, present, and future," Bulletin of the Association of Departments of Foreign Languages, 7 (March): 7-12.

Recognizing that more faculty time is spent in teaching than in scholarship and that most graduate departments have provided inadequate preparation for their students to meet the type of teaching demanded by prospective hiring institutions, the author recommends the implementation of several policies to insure proper training of teaching assistants.

Johnson, Glenn R. and others.
1975 Enhancing College Teaching. ED118044

Formal training in pedagogy was made available for all graduate teaching assistants at Texas A & M University. Twenty-five graduate level instructors in college and public school settings or who expressed interest in college teaching were enrolled in the program. The class met once a week for a semester. The students were divided into four subject-affinity groups. Up to fifteen hours of skill training were devoted to Flanders Interaction Analysis which examines teaching behavior. In addition, students were presented with a series of microlessons in videotape-equipped miniclassrooms. The program was augmented by lectures that incorporated differing questioning strategies. The results were encouraging.

Kovac, Gerald R.
1976 "Developing Effective Training Programs for History Teaching Assistants," The History Teacher 10, 1 (November): 59-65.

A brief overview of some efforts at preparing college teachers in various disciplines with arguments for adoption of training for teaching assistants in history. Kovac briefly describes use of microteaching and some packaged teaching programs and suggests that "the planning of an undergraduate history course is one way which teaching interns can be utilized and prepared for teaching."

"Project Teach," Journal of Chemical Education, 53 (April): 209-210.
1976

Describes the Training in Education for Assistants in Chemistry (TEACH) project, designed to produce materials in several media for improving the teaching of chemistry teaching assistants.

Rabb, Theodore K. and Anita E. Levine.
1976 "Princeton graduate interns: a staff development program for community colleges," Community and Junior College Journal, 46 (March): 33-35.

Describes the Community College Internship Program, a cooperative venture of Princeton University and New Jersey's sixteen community colleges, aimed at increasing the sources of trained community college teachers and at broadening the opportunities of college graduates. The program is in three stages: (1) a colloquium discussing pedagogical techniques, the uses of audio-visual aids, and the heterogeneous population of community colleges; (2) a review of the colloquium and travel to the community colleges to visit classes and explore facilities; (3) a supervised, master-apprentice style, internship at the community college for one term with the student at the rank of adjunct faculty. The program is now a formal part of the program at Princeton's History Department; it can lead to either a M.A. or a Ph.D.

Ryder, Frank G.
1975 "Changes in graduate training: 'pittious worke of mutabilitie?'" Bulletin of the Association of Departments of Foreign Languages, 7 (November): 3-8.

Takes a critical look at Ph.D. programs in foreign language departments and suggests reduction of the number of programs, fortified criteria for entrance, and reduction of the number of T.A.'s. It also comments on teaching standards for training T.A.'s and a plan for T.A. training is outlined.

III. SOCIOLOGY-SPECIFIC LITERATURE (ALL DATES)

Albert, C.R. and R. Hipp.
1976 "Videotape Recording in the Preparation of College Sociology Teachers." Teaching Sociology 3,3 (April): 327-338.

"Characteristics and applications of videotape recording in teacher training activities are outlined. Texas Woman's University experience with videotape in preparing sociology teachers is described. The article provides sources of information on how to use videotape equipment, how others have made use of videotape in teaching preparation, and what empirical findings suggest as to the effectiveness of videotape."

Bogardus, Emory S.
1954 "Teaching Problems of Young Sociologists." Sociology and Social Research 38 (January-February): 174-182.
1953 "Obtaining a Position in Sociology." Sociology and Social Research 38 (September-October): 38-45.

"When President Samuel A. Stouffer of the American Sociological Scoiety asked the former president of the Society to give some counsel to young Ph.D.'s in sociology, the present writer was moved to write to thirty 'young Ph.D.'s' regarding what problems they would welcome counsel on, if any. All replied." The two articles cited above are Bogardus' response to the problem posed by the thirty sociologists. The second cited article is one of the very few published efforts in this area.

In "Teaching Problems of the Young Sociologist," Bogardus gives his own answers to twenty questions raised by respondents to the informal survey. Among the questions he responds to are: What is effective teaching in sociology? How can I improve my teaching technique? How can I make meaningful what I teach? How far shall I slant my sociology courses toward the needs of my students? What is the best way to choose textbooks...? How far shall I use my sociology knowledge in counseling students? How shall I divide my time between teaching and research? What aims should one have in teaching the introductory course in sociology?

D'Antonio, W.V. and H.F. Lena
1976 "Preparing Graduate Students to Teach An Ongoing Experiment in a Small-Class Setting." Teaching Sociology 3,3 (April): 277-288.

"An ongoing experimental seminar at the University of Connecticut, designed to help prepare graduate students for teaching undergraduate sociology, is discussed. We believe that undergraduate education is best fostered in small classes with enrollment of 25-35, and we try to encourage our graduate students to see the overriding value of such a classroom setting. The two features highlighted herein emphasize the small class approach: observation of faculty and graduate student classroom teaching, and the preparation and grading of examinations. Our experience with the seminar has been positive, despite logistical and other difficulties described in this paper."

Dorn, D.S.
1976 "Teaching Sociologists to Teach: A Focus on Content." Teaching Sociology 3,3 (April): 265-276.

"A graduate-level seminar which offers one possible preparation for the sociologist's teaching role is discussed. The course is divided into field experience or practice teaching and classroom discussion. It emphasizes the need to deal with basic issues in the discipline, the use of the Socratic method, and one model for instruction. The assignments, readings, and seminar topics are presented. The overall perspective of the class is that excellent and competent instruction in sociology cannot take place without a critical and fundamental consideration of what is to be taught."

Ewens, B.
1976 "Developing Programs for Preparing Sociology Graduate Students to Teach." Teaching Sociology 3,3 (April): 305-326.

"The theoretical concerns discussed in this paper include an examination of (1) the types of role obligations and pressures that exist with regard to teaching sociology, (2) the types of activities and social relationships that facilitate significant learning related to sociology, and (3) the contradictions for sociology teachers that often result from the incompatibility of these role obligations, on the one hand, and the activities required to facilitate significant learning, on the other. Given the importance of these basic teaching-learning contradictions, teaching methods and techniques are then discussed in terms of those that can be performed by sociology teachers to promote significant learning, given current political and economic realities, and those methods and tactics that can be employed to promote basic educational change."

Ewens, Bill.
1976 20 Suggestions for Improving the Departmental Procedures for Hiring Teachers of Sociology. 4pp. Project on Teaching Undergraduate Sociology, American Sociological Association. Offset. (35¢ from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074)

Twenty suggestions useful to graduate students seeking positions as well as departments engaged in hiring. The suggestions are organized under three major categories: (1) publicizing the position and the initial screening of job vita, (2) the final screening process, (3) interviewing prospective teachers.

Ewens, Bill.
1976 Preparing for Teaching: Suggestions for Graduate Students of Sociology. 5pp. Project on Teaching Undergraduate Sociology, American Sociological Association, Offset. (35¢ from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074).

Eighteen specific suggestions organized under three main headings: (1) means for documenting teaching experience, (2) constructing a job vita, and (3) interviewing for teaching positions.

Goldsmid, C.A.
1976 "Resources: Teacher Development and Teaching Sociology." Teaching Sociology 3,3 (April): 339-378.

An annotated bibliography in Three parts: (I) Key Resources in Teacher Development--60 citations; (II) Periodicals on Teaching and Learning--32 citations; and (III) Teaching Sociology--281 citations specifically on the teaching of sociology; partially annotated.

Goldsmid, C.A.
1976 "Professional Socialization of Teachers of Sociology." Teaching Sociology 3,3 (April): 229-248.

"Sociologists receive little or no formal preparation for the teaching role and have available few of facilities parallel to those which support the research role. Training in teaching for sociology graduate students dates back to 1921, but only since the late 1960s has it begun to take root. And only in the past five years have forums for continuing contacts among sociologists interested in teaching come into existence. While some sociologists believe that teaching is an unfathomable art, there are several areas of collegiate instruction about which much is reliably known. The literature on the teaching of sociology dates back to at least 1895 and includes between 400 and 500 articles and books. There was a decline in publication after World War II and a resurgence after 1965. This article holds that the theory and substantive work of sociology has much to contribute to learning to teach sociology; the projected decline in the proportion of Ph.D. sociologists who will teach is not an adequate reason to diminish concern with teaching; and there is some evidence supporting the effectiveness of purposive teacher training activities."

Komarovsky, M.
1951 "Teaching College Sociology." Social Forces 30 (December): 252-256.

Two adjustments have to be made from graduate school into teaching: relations with colleagues in other departments (in terms of their image of sociology) and relationships with students--especially coming to learn their mind-set. Concerning teaching methods, Komarovsky writes: "the main fact to bear in mind is that to state an idea is not necessarily to communicate it...do not crowd too many ideas into a lecture...utilize students' own experiences." She also writes that "students usually recognize when the 'value-free' approach is the refuge of the timid and when, on the other hand, it is the expression of a strong and disciplined mind."

Kulp. D.H.
1930 "Preparing Sociology Teachers." Sociology & Social Research 15 (November-December): 135-144.

Kulp raises basic questions including "how does the teaching of sociology differ from teaching economics or history or chemistry?" While not answering all the questions he raises, Kulp provides a highly detailed "activity analysis for sociology teaching" which he hopes will aid individual teachers. This analysis contains 14 major and more than 150 specific questions or issues and steps toward effective instruction in sociology.

Porter, Jack N.
1974 "A New Course Proposal: Sociology in Practice." ASA Footnotes 2 (August): 6-7.

A very brief proposal for a graduate course treating several aspects of sociology as a profession including teaching, publishing, grantsmanship, administration, social issues in academe, career and family considerations.

Riechmann, S. and M.A. Malec
1976 "Teacher Development for In-Service Faculty." Teaching Sociology 3,3 (April): 289-304.

"A discussion of programs aimed at enhancing the quality of instruction provided by 'in-service' faculty (those instructors who are no longer graduate students, teaching fellows, and the like) is presented. Possible roles for institutional centers, departments, and faculty members are described. Obstacles to and facilitators of teacher development programs are dealt with. Survey data describing in-service teacher development programs in sociology departments indicate a low level of department activity, but a relatively high level of available institutional programs."

Teacher Development Group, ASA Project on Teaching Undergraduate Sociology.
1976 Syllabi and Related Materials from Graduate Courses on the Teaching of Sociology. Offset. ($3.75 from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074).

A collection of ten syllabi from courses on the teaching of sociology--materials from the University of North Carolina (Chapel Hill), University of Akron, Case Western Reserve University, California State University (Sacramento), Michigan State University, Miami University, University of Minnesota, University of Massachusetts, University of Virginia. Also included is a result of a survey of preparation for teaching undertaken by Harvard University President Derek Bok and a listing of issues pro and con regarding courses to prepare graduate students to teach.

Wilson, E.K.
1976 "The Carolina Course to Launch Sociology Instructors." Teaching Sociology 3,3 (April): 249-264.

"Since 1968-1969, a course treating problems of instruction in sociology has been required of all graduate students about to teach for the first time at UNC-Chapel Hill. This paper sketches the content of this two-semester seminar-practicum, highlights three features of the course, and reflects on their broader bearing: (1) selection of students whose imminent task enhances the relevance of this preparatory course; (2) tapping sociological lore for pedagogical insights; and (3) the interplay of precept and practice. Graduate students' reactions to the course are summarized in a footnote."